

Assessment: Literacy – Decoding (Nonwords)
Teacher Recording Sheet

Student Name: _____ Date: ____ / ____ / ____

Grade: _____ Current “Just-Right” / Independent Reading Level: _____

Directions: Administer the assessment to one student at a time. Give the child the “Student Reading Packet” and explain that she or he is to read each word as best as possible. **DO NOT TELL THE CHILD THAT THE WORDS ARE NOT REAL.** Further explain that she or he is to read each word on the page up to where it says to stop. Allow students a reasonable amount of time to read each word and please remember to not prompt as this is not a teaching time. Use this sheet to record each student’s responses and to score, analyze the results, and make notes and comments as necessary. Place a check under “Read Correctly” if the student pronounces the word according to the given syllable type / sound / pattern. Otherwise, check under “Read Incorrectly” and enter what the student says under “Error Response.” Score, analyze the results, and make notes and comments as appropriate in the spaces provided.

Results:

Syllable Type / Sound / Pattern (Real Word Example if Applicable)	Nonword	Read Correctly	Read Incorrectly	Error Response
<i>closed syllable / initial and final consonants / short vowel / CVC</i>				
a (“bag”)	gat			
i (“dip”)	bim			
o (“fox”)	pog			
u (“gum”)	lun			
e (“hen”)	ped			
<i>closed syllable / initial and final consonant clusters or digraphs / short vowel / CCVC or CVCC or CCVCC</i>				
a	thash			
i	plip			
o	whock			
u	frunch			
e	twem			
<i>vowel-consonant-e syllable / long vowel / silent e / CVCe</i>				
a (“safe”)	lafe			
i (“pine”)	mibe			
o (“home”)	wope			
u (“mule” or “rule”)	mude			
e (“Pete”)	teve			
Scoring for Page 1: closed syllable / initial and final consonants / short vowel / CVC ____ / 5 closed syllable / initial and final consonant clusters or digraphs / short vowel / CCVC or CVCC or CCVCC ____ / 5 vowel-consonant-e syllable / long vowel / silent e / CVCe ____ / 5		Analysis / Notes / Comments:		
LEVELS A to H – Stop here. / LEVELS I to K – Continue. (Turn over.)				

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Syllable Type / Sound / Pattern (Real Word Example if Applicable)	Nonword	Read Correctly	Read Incorrectly	Error Response
<i>open syllable / long vowel / CV or CCV</i>				
i (y) (“my”)	sy			
o (“so”)	ko			
e (“me”)	fe			
<i>r-controlled syllable / other vowel / CVC or CVCC</i>				
ar	dar			
or	jord			
er	nerb			
ir (“sir”)	tir			
ur	bur			
<i>double vowel syllable / vowel digraph or diphthong (vowel team) / long vowel / special vowel / CVV or CVVC</i>				
ai (“bait”)	laip			
ay (“play”)	fay			
ee (“jeep”)	dee			
ea (“eat”)	weat			
ey (“hey” or “key”)	zey			
oi (“coin”)	moin			
oy (“boy”)	foy			
oa (“boat”)	noad			
oe (“toe”)	poe			
ow (“snow” or “plow”)	kow			
ou (“trout” or “soup”)	gouch			
oo (“book” or “school”)	sook			
ue (“blue” or “rescue”)	smue			
ew (“chew”)	snew			
au (“August”)	gaust			
aw (“saw”)	taw			
<i>consonant-le syllable / special vowel</i>				
-le (“table”)	jable			
<i>inflected endings</i>				
-s	baps			
-es	woxes			
-ed	gaked			
-ing	mancing			
Scoring for Page 2: open syllable / long vowel / CV or CCV ____ / 3 r-controlled syllable / other vowel / CVC or CVCC ____ / 5 double vowel syllable / vowel digraph or diphthong (vowel team) / long vowel / special vowel / CVV or CVVC ____ / 16 consonant-le syllable / special vowel ____ / 1 inflected endings ____ / 4		Analysis / Comments:		
LEVELS I to K – Stop here.				